

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of teaching English to young learners, definition of vocabulary, teaching vocabulary, technique of teaching vocabulary, scramble game, the way to play scramble game, motivation, factors influencing motivation and indicators of motivation.

2.1 Teaching English to Young Learners

Teaching is one of the important parts in teaching and learning process. “*Teaching* is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand” (Brown, 2007:7). It means that in teaching, the teacher not only helps the students in doing the task but also guides students in finding the mistake and correcting the mistake. Teaching is an interactive process between teacher and students or among students themselves.

Teaching English to young learners becomes important in several years. Teaching English to young learners is different from teaching to adult. According to Nunan (2010), “Young learner covers a large chronological age span: from around 3 years of age to 15”. Therefore, Young learners are students who studying in Elementary school. The ages start from 3 until 15 years old, where they learn best from concrete thing around them. The students who are considered a young learner enjoy studying language through loads of cheerful activities in a bright and colorful room.

Smith (as cited in Sabilah, 2004) mentions that, “The aims of teaching a foreign language to young learners more comprehensive than in a language with older learners. English teaching to young learners focused on shaping the children as the future users of English in the world which requires a high level of spoken and written communication”. It means teaching children it different. The teacher must have much preparation for teaching young learners, and the teacher should be creative in teaching children.

Sabilah (2004: 2-3) stated that there are some reasons, why teaching and learning English has already learned in the early age or young children:

- a. The brain is more adaptable before puberty than after and that acquisition of language is possible without self-consciousness at an early age.
- b. Those children have fewer negative attitudes toward foreign languages and culture than an adult, and that consequently, they are better motivated than an adult.
- c. That children’s language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language.
- d. That children devote vast quantities of time to language learning, compared with adults, and they are better because they do more of it.

2.3 Definition of Vocabulary

Richard and Renandya (2002: 225) said that, “Vocabulary is the core component of language proficiency and provides much of the basic for how well

learners speak, listen, read and write”. Therefore, vocabulary is one of components that support language skills. Vocabulary also one of materials that studied by students for mastering English language or second language. The students are expected to master vocabulary if they want to master English well. It is impossible to understand English well without knowing the vocabulary.

According to Thornburry (2002: 13), “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means vocabulary is very important in learning the second language. On the other hand, the first we learn when we want to master a foreign language is vocabulary.

Based on the explanation above, vocabulary is a basic component of language teaching, because without understand vocabulary the learner will difficulty in the learning process. The more vocabulary they have, the easier for them to develop other skills such as reading, writing, speaking and listening.

3.3 Teaching Vocabulary

According to Richard (1999), “Vocabulary is one of the most important aspects of foreign language learning”. Vocabulary is very important in teaching a second language, not only enough vocabulary learners can effectively express their ideas, and can express what they mean. Teaching vocabulary is an activity to give some instruction to develop student’s capability in understanding a new word that unknown before. According to Nunan (1999:101), “Vocabulary is more than list of target language words.” It means, by have many vocabularies the students

can express what they feel. And the quality of someone's English skill depends on their vocabulary.

Teaching vocabulary also one of the ways to develop the students' ability to use the vocabulary items. According to Nunan (1999:103), "In recent years, teaching vocabulary assumed its rightful place as a fundamentally important aspect of language development." It means teaching vocabulary has a big aspect in teaching foreign language. Teaching vocabulary, it does not mean the teacher only give new words to the students but it will be more than presenting new word itself. The teacher should know the way to make students understand the word and can practice new words in their communication.

According to McCarten (2007: 20), there are some key principles that teachers can follow to help students learn vocabulary, there are:

1. Focus on Vocabulary

The teacher should focus on teaching word to the students. For example, it is important for the teacher to ask or to show the student's new word or word that they do not understand in English.

2. Offer Variety

The teacher must have variation method in introduction vocabulary. The teacher can use different ways of teaching vocabulary such as, using games, using a picture, sound, conversation and other kinds of activities that make students interested in learning vocabulary.

3. Repeat and Recycle

After the teacher gives new words, they should repeat that new words to the students. The repetition should be more than one to make students more understand and remember the new words. Except they repeat to pronoun or to write the new word, they must give the students to pronoun and write the new word by themselves.

4. Provide Opportunity to Organize Vocabulary

The teacher can help the students to organize vocabulary to make vocabulary easier in memorize. Vocabulary can be organized into three groups, they are:

- a. Real-word group such as part of body, country, food, place and etc.
- b. The language-based group such as noun, collocation, preposition and etc.
- c. The personalized group such as, words that include personal habit that are like and dislike.

5. Make Vocabulary Learning Personal

The teacher can give students opportunity to use vocabulary related to their life or their habit that make the learning process enjoyable.

6. Do not Over Do It

The teacher should not give much vocabulary to the students in one lesson. The teacher should be able to decide how many words that student will learn in one lesson or in one material.

7. Use Strategic Vocabulary in Class

The teacher can have many strategies in teaching vocabulary. For example strategies in responses the student in doing the task such as “good job, it is right”.

In teaching vocabulary, the teacher must be able to select the words which are useful for the students. The teacher can decide which word that they need to learn for understanding in reading, listening, writing and speaking.

2.5 Technique of Teaching Vocabulary

English teacher should know several techniques in teaching vocabulary. According to Brown (2007: 14), “Technique was the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.” So, technique is the way teacher implementing a specific method in a learning process. Therefore, the use of technique in teaching vocabulary is very important, because good technique can determine the success of students and by using the various techniques teacher can use many ways in delivering vocabulary.

However, teacher should know the various techniques in teaching especially in teaching vocabulary. Because the function of technique does not only to help the student in understanding the new word easily but to give much various teaching activities for students. So it can bring students in fun activities. Besides that, the teacher must select the technique based on the students’ condition and by the most effective technique.

According to Gairn and Redman (2003:73), “The implementations of techniques in teaching vocabulary are divided into two kinds of teaching activities, namely teacher-centered activities and the techniques of students-centered activities”. The technique with more teacher-centered activities is a technique with which the items taught are selected by the teacher then the learner. While the techniques with more student-centered activities are techniques that let the students learn independently inside or outside the classroom.

2.5.1 Technique of teacher-centered

The vocabulary technique that use by teacher-centered are divided into three, namely:

1. Visual Technique

Visual techniques are divided into two categories; they are Visual, Mime and gesture.

a. Visual

Visual technique includes the use flashcards, photographs, blackboards, drawings, wall charts and realia (object themselves). Visual is usually used by teacher to make students interested in learning new vocabulary. For example, the teacher can bring some pictures or object into the class, such as picture of food, beverage, or kind of place. The purposes of the picture or the object are to explain the meaning of new vocabulary for kind of food, kind of beverage and kind of place to the students. Other examples the teacher also can take the object from the

classroom, such as a table, ruler, chair and etc. This technique makes students learn vocabulary easily in memorizing and understanding.

b. Mime and gesture

These are often used as other ways to delivering the meaning of new words. Word of action is easily explained by a mime. For example, the word “sit” (action) is easily explained by mime, such as the teacher sit on the chair. Because by mime can give the meaning of the word.

2. Verbal technique

Verbal technique are divided into five categories, they are illustrative situations (oral and written), synonymy and definition, contrasts and opposites, scales and example of superordinate type.

a. Illustrative situation (oral and written)

The illustrative situation technique can be used to explain words to make the meaning of the words clearer to students. For example, when a teacher wants to explain word “noisy”, the teacher can illustrative a situation of a place like “market” so the students can understand the meaning “noisy”.

b. Synonym and definition

The synonym technique can be used to give words that have the same meaning with other words, so the students easy to understand the words. For

example, the teacher explains the word “sunny” by giving word “bright”, so the students can use the new word “sunny”.

Definition technique can be used to conveying meaning, but teachers can give a contextualize example to make the meaning of the word clear. For example, the word “look after” is defined as “taking care of”. But the teacher can give one sentence to make it clear, such as “Amanda look after her mom after she leaves the hospital”.

c. Contrasts and opposites

In contrast and opposites technique, the teacher can say what the opposites of some word. For example, the teacher gives word “thin”, then the teacher asks “what is the opposite of thick?” the teacher can contrast the word with “thick”. So the students can guess the meaning “thin” because the meaning of thin is the opposite of “thick” and the teacher has helped by contrasting with “thin”.

d. Scales

In this technique, after students have learned two contrasting or related gradable items, scales can be a useful way to give new words to the students. For example, if teachers want to explain two words that have contrast meaning like hot and cold, they can use scale to show other words in the degree. Like scale of temperature “hot-warm-cold”.

e. Example of superordinate type

According to Gairn and Redman (2003: 75), “To illustrate the meaning of superordinate such as furniture, vegetable, meat and transport, it is a common procedure to exemplify them e.g. table, chair, bed and sofa are all furniture”. So, if the teacher wants to explain the meaning of superordinate word, the teacher can use example the type of superordinate.

3. Translation

Translation technique can be used to explain the meaning of word quickly and easily, so it can save the teacher’s time especially of a word that is difficult to be explained in English.

2.5.2 Technique of student-centered activity

Technique of student-centered activity are divided into three categories, there are:

a. Asking other

In this technique, the students can ask the teacher or other students to explain the meaning of a new word.

b. Using dictionary

Dictionary can be used by students to find the meaning of a word independently. The students can use a dictionary to look for the meaning of a word before they ask their teacher or their friend.

c. Contextual Guesswork

This technique can be used by students if they do not understand a word in a context that is unfamiliar for them, and the context can help them to guess the meaning of the word. For example, "*I take my sleep in the.....*" from the context, the student can guess the word in the blank space is bedroom because the context helps to guess the word. That is, the words "bedroom" and "I take my sleep" can help the student.

Technique of teaching vocabulary to young learners aged 7 to 12 is presented as well as activities useful in the process of developing speaking, listening, writing and reading skill. Games, songs, and stories are very important components for an English class in elementary school, Sabillah (2004).

2.5 Scramble Game

According to Rohmah (2012: 113) said, "Games are very useful as they give students a break and the same times allow students to practice language skills in a joyful situation". Then, games make students enjoy a learning process. It is important to teach English language or foreign language to young learners effectively and enjoyable. Teaching vocabulary through a game is the one of teaching technique that makes students interesting in learning vocabulary.

There are several games that can be used by the teacher in teaching vocabulary. According to Aris (2014) said that, "Scramble is a model of random games that shaped the word, sentence or paragraph". So, scramble is a word game for 2, 3 or 4 player. To play the game, consist of forming an interlocking

word, crossword on the scramble board by using letters with the various score. Scrabble is generally defined as a board game in which players try to make words from letters on the board and connect them to words that have been already placed on the board.

Scramble game is a game played in group. The function of scramble game is to help the students in developing and exchanging insight into thinking vocabulary. In this game, the students need for cooperating among member of a group to help each other. By using scramble game, the teacher helps the students in teaching and learning process, and the students can enjoy the activity in the classroom.

2.6 The Way to Play Scramble Game

In teaching vocabulary through by scramble game, there are many steps that used by the teacher in teaching and learning process. Hasbro (2009: 2) explains that the rules of playing scramble game are divided into six. First, the player arranges a word from two or more letters and places those on the center square of the scramble vertically or horizontally. Second, the players count and announce the score for the turn. In this case the players should draw as many new letters as they can. The players keep seven letters on rack as long as they are enough left in the bag. Third, all letters are put in a row vertically or horizontally in a complete word. Fourth, the players put a complete word to a word already played by the player before. Fifth, the letters cannot be rearranging or changed

after it has been played and scored. The last, the game is over when all letters have been drawn on the scramble game.

2.7 Motivation

Motivation has an important role in learning, especially in learning English. It helps the students in developing their creative skill and activity to create something or to get some knowledge. According to Santrock (2004: 394), “Motivation is the reason why people behave the way they do. Motivation behavior is energized, directed, and sustained.” When the students are interested in their study, they are more likely to have positive feelings about their activities to achieve their goals in study. It will give effect to make a class well and discipline.

Motivation also can make a good behavior of students. According to Woolfolk (2008: 350), “Motivation is usually defined as an internal state that arouse, directs, and maintains behavior, it gets the students moving points them in particular direction and keeps them going.” It means, motivation can build the spirit of student in learning. Motivation is too important in teaching learning process in support the students in study. Therefore, to help the students have a good motivation in learning process is very important.

According to Ormrod (2003: 474) there are two kinds of motivation:

2.8.1 Extrinsic Motivation

Ormrod (2003: 474) said that, “Extrinsic motivation is motivation by factor external to themselves and unrelated to the task they are performing.” It

means the students who have the extrinsic motivation get the motivation from outside themselves or around them. In extrinsic motivation, students do their activities or their task because they get some reward or to avoid punishment. But, in this motivation the students not really like or enjoy the learning process, they learn only to gain the reward. From this, the teachers have an important role in making creative activities in a learning process, to makes class more interesting.

2.7.2 Intrinsic Motivation

Ormrod (2003: 474) said that, “Intrinsic motivation is motivation by factors within themselves or inherent in the task they are performing.” When the students have the intrinsic motivation they do not needs some prize or awards to do some activities because they do those activities based on their pleasure end enjoyment. The students who have intrinsic motivation usually like with their task or their activities. This motivation is better than extrinsic motivation.

2.8 Factor Influencing Motivation

Here, the researchers will explain about factors influencing intrinsic motivation and factors influence extrinsic motivation:

2.8.1 Factor Influencing Intrinsic Motivation

According Ormord (2003) there are six factors that influencing intrinsic motivation, they are self-efficacy, self-determination, expectancies and value, interest, goals, and students’ attributions.

1) Self-efficacy

According to Ormord (2003: 391), the students are more likely to intrinsically motivate to engage in classroom activities when they have high self-efficacy what some motivation theorists call a sense of competence about their ability to perform those activities successfully.

2) Self-determination

Woolfolk (2004:370) show explained that, self-determination is the need to experience choice and need what we do and how we do it. Further, Ormord (2003:394) stated that, students are more likely to be intrinsically motivated when they have a sense of self-determination.

3) Expectancies and values

Some theories have proposed that motivation for performing a particular task depend on two variables, both of which are fairly subjective. First of all, students must have high expectation, or expectancy, that they will be successfully. Certainly, students' self-efficacy about their ability to perform a task has a strong influence on their expectation for success (Ormord, 2003:397).

4) Interest

Interest is a form of intrinsic motivation. Positive affect accompanies interest, for example, people persuing a task in which they are interested experience such as pleasure, excitement, and liking (Ormord, 2003:399).

5) Goal

Parsons (2001:297) have demonstrated, the value of goal setting for increasing motivation and self-efficacy in learning. They suggest that goals should not only give the students a standard against which to measure their progress but should also encourage them to develop the new strategies when old ones prove unsuccessful.

6) Students' attributions

Parsons (2001:297) stated that, the elements or targets to which a student attributes his successes and failures, influences his expectations for future success and therefore affect motivation.

Meanwhile, according to Ormrod (2003:410) attributions, are an example of knowledge construction in action. Student combine new information with their knowledge and belief about themselves and the world. They then construct what is, to them, a reasonable interpretation or what happened and why.

2.8.2 Factors Influencing Extrinsic Motivation

There are two factors influencing extrinsic motivation. They are punishment and reward

1) Punishment

According to Lefrancoise (2000:554), punishment involves either the presentation of an unpleasant stimulus or the withdrawal of a

pleasant stimulus, as a consequence of behavior. Punishment should not be confused with negative reinforcement. Meanwhile, according to Ormord (2003: 425), punishment may be necessary for discouraging behavior that seriously interfere with classroom learning. It means that a teacher makes reponse-consequence contingencies clear-for example, by disrobing unacceptable behaviors in advance and using punishment in a consistence, predictable fashion. In the process, a teacher helps students learn that their own behaviors lead to desirable and undesirable consequences and that happen therefore influence the events that occur by changing how they behavior.

2) Reward

Reward is an object, stimulus, event, or outcome that is perceived as being pleasant and that can therefore be reinforcing (lefrancois, 200:556). Further, Santroct (2001:339) stated that, when reward convey information about mastery, they are more likely to promote student feelings of competence. However, reward used as incentives lead to perceptions that the student's own motivation to be competence. Santroct also added that reward that conveys information about student's mastery can increase intrinsic motivation by increasing their sense of competence.

2.9 Indicators of Motivation

There are some indicators in motivation, they are: achievement, preference, incentives, attitude and frequency.

- Achievement

According to Lefrancoise (2000:428) there are, three separate but interrelated aspects of achievement-oriented behavior: *work orientation*, the desire to work hard and do a good job, *mastery*, the preference for difficult or challenging feats, with an emphasis on improving one's past performance, and *competitiveness*, the enjoyment of pitting one's skill against those of other people. Seeking to resume the main thread of activities is characteristic of students with high achievement motivation.

- Preference

Knowing students' preference for reinforces means knowing the environmental stimuli and incentives for which the student will work. One method of determining the appropriated reinforces for a child is to observe that child (Santrock 2001:416). Gage and Berliner also added that the procedures for determining reinforces are far from infallible. Students are not always able or willing to be accurate about them and motivational system change over time. Also the example of reinforces and the sources may not accord with the teacher values. Then, the idea is to find a simple way to uncover the

preferences of the student and then tailor incentives so that the student will be motivated.

- Incentives

According to Santrock (2001:376), an incentive is something the student perceives as having the capability of satisfying an around motive. It draws her to action aimed at acquiring the incentive. The student motivated by curiosity has understanding or knowledge as her incentive. If achievement is her motive, then success, honor, or good grades will serve as her incentives. Money, love, and freedom are other powerful or incentives.

- Interest

Student with an interest is a subject that to pay attention to it. They feel that it makes a different to the. They want to become fully aware of its character. They enjoy the dealing with it either for what it can lead to or for its own sake. Their attention is high, their work output is sustained, and their satisfaction is great. Interest can refer to selection of stimuli or attending to something. Thus it is possible that things will simply not be notice and not be attended to unless interest in the object, event, or idea is present.

- Attitude

The students' attitude toward surrounding consists of her feelings for or against what she conceives that thing to be. So an attitude involves emotion, directionality, an object, and cognitive elements. If a student likes

arithmetic, it means that she gets pleasure out of being involved in activities that represent arithmetic for her. She is likely to seek out activities to ward which positive attitude for her.

- Frequency

Students with an integrative motivation have a positive influence on their frequency in learning. For example, in Hashimoto (1996) study about motivation and willingness to communicate as predictors of reported language learning use. The Japanese ESL Context stated that several studies have investigated that integrative motivation has a positive influence on the frequency of the language learning. Use which in turn affects second language proficiency. It was hypothesize that interactively motivated students would take every opportunity to perfect their second language skills, and they would use the classroom as an opportunity to use their language learning. It can be concluded that students frequency of the language learning use in their activities is high.